

**THE EFFECTIVENESS OF PEER EDITING TECHNIQUE IN
STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST
SEMESTER OF THE TENTH GRADE OF SMAN 1 AIR NANINGAN,
TANGGAMUS, IN THE ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

In study foreign language, writing is one of language skills that should be mastered by the students. In writing we can communicate by using e-mail, messages and others. The students' writing ability of SMAN 1 Air Naningan, Tanggamus have a problem in writing, especially in writing descriptive text. Futhermore, the researcher applied Peer Editing Technique in learning writing descriptive text. This research was aimed finding out whether there was a significant effectiveness of peer editing technique in students' descriptive text writing ability at the first semester of tenth grade of SMAN 1 Air Naningan, Tanggamus in the academic year 2019/2020.

The research methodology was Quasi experimental design. The population was the tenth grade, and the sample of this research were two classes consisting of 35 students for experimental class and 34 students for control class. In the experimental class, the researcher used peer editing technique and in control class used free writing. The treathment were held in three meeting for each class. In collecting the data, used instrument in the form is writing test, the researcher gave pre-test for both classes. Then, after conducting the tratments, the instrument was given in post-test, the researcher analyzed the data using SPSS (*Statistical Package for Social Science*) version 20 to compute independent sample t-test.

From the data anaysis computed by using SPSS, it was obtained that $Sig = 0.01$ and $<\alpha = 0.05$. It means that H_a was accepted because $Sig. < \alpha = 0.01 < 0.05$. Therefore, there was a significant effectiveness of peer editing technique in students descriptive text writing ability at the first semester of tenth grade of SMAN 1 Air Naningan, Tanggamus in the academic year 2019/2020.

Keywords : *Descriptive Text, Peer Editing Technique, Experimental Design, Writing Ability*



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ADMISSION

A research proposal entitled: **“THE EFFECTIVENESS OF PEER EDITING TECHNIQUE IN STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF TENTH GRADE OF SMAN 1 AIR NANINGAN, TANGGAMUS IN THE ACADEMIC YEAR 2019/2020**, by: **EKA NUR HAYATI, NPM: 1511040235**, Study Program: English Education, was tested and defended in the examination session held on: Thursday, February 06th 2020.

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DECLARATION

Hereby, I stated this thesis entitle “The effectiveness of Peer Editing Technique in Student’s Descriptive Text Writing Ability at the First Semester of Tenth Grade of SMAN 1 Air Naningan, Tanggamus in the Academic Year 2019/2020” is completely my own work. I am fully aware that i have quoted some statements and theories from various sources and they are properly acknowledge in this thesis.

Bandar Lampung,

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Declared by,



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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي وَلَوْ

جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٩﴾

“if the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord even if we added another ocean like it for its aid.”¹ (Q.S. Al-Kahf:109)

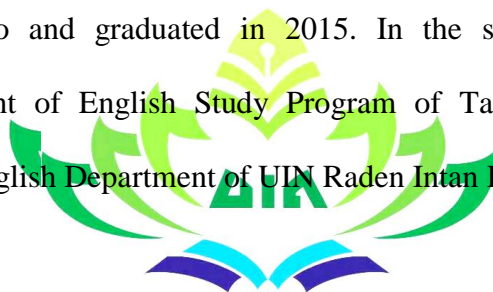


¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printer, India, 2006, P. 851.

CURRICULUM VITAE

The researcher's name is Eka Nur Hayati. She was born on January 05th, 1998 in Sidomulyo. She is the first child of two children of Mr. Budiono and Mrs. Suparti. She have one sister, her name is Rizka Isma Azizah.

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DEDICATION

From the deep of my heart, this thesis dedicate to every people who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Budiono and Mrs. Suparti who always pray for all the best to me and give me motivation to study hard until now.
3. My beloved sister Rizka Isma Azizah who always given me spirit and support for my success.
4. My beloved person, Nurul Wahid who always give support to finishing this thesis.
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Alhamdulillah Praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers.

This thesis “The effectiveness of Peer Editing Technique in Student’s Descriptive Text Writing Ability at the First Semester of Tenth Grade of SMAN 1 Air Naningan, Tanggamus in the Academic Year 2019/2020”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistences, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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The researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, she expects need criticism such as corrections or comments its improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung,

2020

Researcher,



EKA NUR HAYATI

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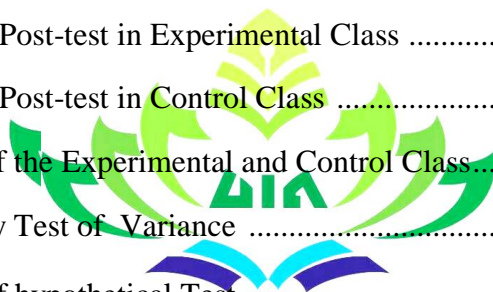
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Analysis of Students' Score of pre-test in Experimental Class

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is much tool for communication rather than set of rules.²

It means that language is set of rule by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot communicate well. Even worse they cannot understand each other. Therefore, in order to be succesful in to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.

In studying English, there are four skill that must be mastered by the student, namely: listening, speaking, writing and reading. Each of the English skills has relationship to other and should be taught in interview way. Writing is all about expressing our ideas into sentences or paragraphs. However, it's need ability to express those ideas. In writing our ideas, wee need to understand the sentences patterns, and also correct punctuation.

One of the language skill that have to be mastered by students is writing. Writing is one of the important aspect in learning English.

² David Nunan, *Teaching English to Speakers of Other Languages: An Introduction*, (New York: Routledge), 2015, p.13

According to Leo, et al, writing as a process of expressing ideas or thoughts in words that should be done at our leisure.³ It means in a writing process, enjoy is the first thing that we need to do something well. They have to enjoy doing something especially when they are writing about the topic given by their teacher. Writing can be very enjoyable as long as we have the ideas and to achieve it.

According to Patel and Jain, writing is an assential feature of learning language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern.⁴ It means that is a writing activity the writer must have the ability to compose and integrate information, so the readers would be easy to understand the language that being used in written communication.

Furthermore, Bryne stated that writing is a process of conventional system to convey the meaning to the reader or receiver.⁵ It means that writing is an activity to inform their idea to the reader.

Based on the theories above it can be concluded that writing is a process convey the idea from the writer to the reader, and in the process writing needed even too produce a good writing and make the reader understand what they are reading.

³ Sutanto Leo, et. al., *English for Academic Purpose Essay Writing*, Yogyakarta: Andi, 2007, p.1

⁴ M.F. Patel and Praveen M Jain, *English Language Teaching Methods, Tools and Technique*), Jaipur: Sunrise Publishers and distributors, 2008, p.125

⁵ Donn Bryne, *Teaching Writing Skill* (Head Book for Language Teacher), New York: Longman, 1988, p.7

Based on the preliminary research on 09 Januaryth 2019, by interviewing the English teacher of tenth grade of SMAN 1 Air Naningan, Kabupaten Tanggamus, Mr. Afan said that the students lack of vocabulary mastery, hard to develop their idea, and the interest of writing is still low.⁶ This can be seen from the score of the result of writing skill that have been given by the teacher (Table 1).

From the explanation above, the researcher conclude that the students still hard to express their idea because many obstacle, how to pour idea of while the students do not know vocabulary or lack the vocabulary mastery.

Table 1
Students' Score of writing of SMA Negeri 1 Air Naningan,
Kabupaten Tanggamus in the academic year of 2018/2019

No	Score	Class				Total	Percentage
		X IPA1	X IPA2	X IPS 1	X IPS 2		
1	≥ 70	13	10	7	8	38	23,6%
2	<70	22	25	30	26	103	76,4%
Jumlah		35	35	37	34	141	100%

Source: English teacher at SMA N 1 Air Naningan, Tanggamus.

From the table it can be concluded, there are 38 students who passed on the table minimum mastery (KKM) and there are 103 students get lower scores than the target minimum mastery (KKM). Because the criteria of minimum mastery (KKM) English score in this school is 70. It means that majority students are still difficult in writing skill.

⁶ Afan Ghafar Primadi, *Teacher's Interview*, Januari 2019, Unpublish

Based on explanation, the researcher concludes that writing is one of the most difficult skills for the student. After the researcher know the difficulty of the student to explore their ideas, the researcher has one technique to help students to explore their ideas, that is the students can use peer editing technique. The researcher suggest peer editing technique because after the researcher reads some previous research this technique successfully used in writing skill

Based on the questionnaire that the researcher give to the students, many students say when the teacher give them the assignment to write a descriptive text they felt difficult to start writing, because their vocabulary mastery is still low, so they need a long time to explore their ideas. They can not arrange the sentence well. That is why the students did not try to improve their writing. The students only write if the teacher ask them to do it. They did not have initiate to improve their writing. Therefore, the students need motivation to improve their writing.

From the problems in explain by teacher and students, that the students have lack of vocabulary that made the students difficulty to explore their idea, and the students need motivation to improve their writing. So, the reseacher want to conduct the research about the use of peer editing technique in teaching writing, and the researcher hope this technique can help the student in teaching writing especially in teaching writing descriptive text, and this technique can help the students to explore

their creativity and the learning process the student can feel happy and enjoy.

In teaching writing using peer editing, the technique included: giving compliment, giving the author some specifics ideas about how to make his or her writting better, and giving correction to the authors' writing. By peer editing technique, the students are easier to express our idea, because there were some guidelines given by the reseach.

The previous research on peer editing technique was conducted by Sri Sarwanti on her thesis "The Influence of Applying Peer Editing Technique Towards Students' Cause And Effect Essay Writing Ability" after doing the hypothetical test, the result was that there is a significant influence when the students' got the treatment by peer editing then by applying self editing.⁷ After the researcher know that previous research using peer editing technique succeed in teaching writing, the researcher want to observe to use the same technique in teaching writing, but different kind of the text. The reseacher hope this technique can succeed in teaching descriptive text like in teaching cause and effect by the previous research above.

Based on explanation, the researcher hope the students can enjoy their study and increase the students' writing continually and enjoy learning a foreign language. So student can be creative in their teaching

⁷ Sri sarwanti, on her thesis "*The Influence of Applying Peer Editing Towards Students' Cause and Effect Essay Writing Ability at the Fifth Semester Students of English Education students of IAIN Raden Intan Lampung in 2015/2016 Academic Year*", Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Raden Intan Lampung, 2016, p.62

writing. And the researcher want to conduct the research the use peer editing technique in the students' writing ability especially in descriptive text. And the researcher interested in conducting a research about the effectiveness of peer editing technique in students descriptive writing ability at the first semester of the tenth grade of SMAN 1 Air Naningan, Tanggamus in the academic year 2019/2020.

B. Identification of the Problem

Based on the research background, the writing problems can be identified as follows:

1. The students lack of vocabulary mastery..
2. The students hard to develop their idea.
3. The students interest of writing is still low.

C. Limitation of the problem

Based on the identification of the problem above, the reseacher was focused on The Effectiveness of Peer Editing Techniques in Student's Descriptive Text Writing Ability at The First Semester of The Tenth Grade of SMAN 1 Air Naningan, Tanggamus in The Academic Year 2019/2020.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the problem in this research formula as follows: Is There any Effectiveness of Peer Editing Technique In students Descriptive writing Ability at The

First Semester of The Tenth Grade of SMAN 1 Air Naningan, Tanggamus
in The Academic Year 2019/2020?

E. Objective of the research

Based on the formulation of the problem above, the objective of the research is to know whether there is effectiveness of peer editing technique in student descriptive text writing ability.

F. Significant of the Research

The research is expect that the are some significance of the research and they are as follows:

1. **Theoretically**, to give information for the English teacher about the effectiveness of peer editing technique in students descriptive text writing ability.

2. **Practically:**

- a. For the researcher:

The researcher hope this research can help to be good English teacher especially in teaching writing.

- b. For the students

It is hope that the students were more interest and motivate in learning English using peer editing technique give positive effect on the students Ednglish achievement.

- c. For the teacher



By use peer editing technique the teacher can improve their creativity in teaching proces, so that the goal of the learning can be achieved.

G. Scope of the Research

1. The subject of the Research

The subject of the research was the students at the tenth grade of SMAN 1 Air Naningan in the academic year 2019/2020.

2. The object of the Research

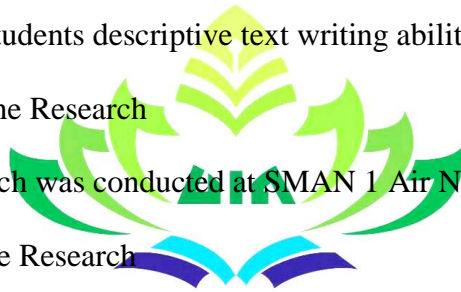
The object of the research was the effectiveness of peer editing technique in students descriptive text writing ability.

3. The place of the Research

The research was conducted at SMAN 1 Air Naningan,Tanggamus.

4. The time of the Research

The research was conducted at the first semester in the academic year of 2019/2020.



CHAPTER II

OVERVIEW OF THE RELATED LITERATURE

A. Concept of Teaching as a Foreign Language

Teaching English as foreign language means that English is taught by people which English is not their mother tongue on their native language. According to Harmer, English as a foreign language is generally taken to apply to student who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.⁸ It means that English has an important role especially for school children who are study abroad where they use a lot of English to communicate.

According to Patel and Jain foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.⁹ It means foreign languages are languages that are often used by anyone who is outside his area or abroad.

In addition, according to Boey, the purpose of teaching foreign language is to enable the students to use the language in communication.¹⁰ That means, the teacher in a learning process does not only give the student theory about English, but also the teacher must have time for

⁸ Jeremy Harmer, *How to Teach Writing*, Pearson: Longman, 2004, p.39

⁹ M. F Patel and Praveen M Jain, *English Language Teaching* (Methods, Tools and Technique), Jaipur: Sunrise Publisher and Distributor, 2008, p.35

¹⁰ Boey in thesis Sri Sarwanti, *The Influence of Applying Peer Editing Towards Students' Cause And Effect Essay Writing Ability At fifth Semester Students of English Education Students of IAIN Raden Intan Lampung in 2015/2016 Academic Year*, 2016, p.13

practicing in their communication to achieve the target English teacher should be able to motivate the students in the classroom.

B. Concept of Writing

Writing is a medium for communication, it helps us connect to others and the reader must understand the purpose of our writing, what we are going to inform or to say.¹¹ That means when we want to write something we have to make our writing is completed by means of sequential.

Moreover, writing is a progressive activity.¹² It means that when you first write something down, you have already been thinking about what you are going to say and how going to say it.

Furthermore writing is a way of sharing personal meaning and writing courses emphasize the power of individual to construct his or her own views on a topic.¹³ It means writing is an activity that aims to increase one's knowledge of a topic that has been determined.

Based on the definition above it can be concluded that writing is a system of human communication which represent symbol. By writing, we can share our idea, feeling, or anything than exist in our mind.

¹¹ Ann Raimes, *technique in Teaching Writing*, Oxford: Oxford Univercity Press, 1983, p.129

¹² A S Hornby, *Guide to Pattern and Usage in English* (2th Edition). London: Oxford Univercity Press, 1995, p.427

¹³ Ken hyland, “*second language writing*” (New York: Cambrindge Univercity, 2003), p.9

1. Process of Writing

The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

a. Step 1: Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

b. Step 2: Organizing

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic (his grandfather) and told the main idea (his grandfather helped his community). Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

c. Step 3: Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable- after all, this is just a rough draft. You will fix the errors later.

d. Step 4: Polishing, revising and editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).¹⁴

From the statement above, the researcher concludes that writing process is activity to express the knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message. There are some steps in writing that can be done recursively, planning, drafting, editing, final product.



2. Writing Ability

According to Raimes that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.¹⁵ It means writing is an activity of expressing ideas that are arranged in words and to do so requires eyes, brain and hands.

The ability to write well in English has become increasingly important for students. It is caused that writing ability further depends

¹⁴ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition, p.15-18

¹⁵ Ann Raimes, *Technique in Teaching Writing*, p.2

on students' ability to think clearly about sebbatnsive matters.¹⁶ It means the writing ability is an ability to comprehend and produce grammatical sentence.

Moreover, writing ability is the skill of a writer to communicate information to a reader or group of readers.¹⁷ It means that writing ability is the ability to express our ideas and thought in writing clearly that must be mastered by the writer.

From the definition it can be concluded that writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to readers can undersatand about the writers' ideas, thoughts and feelings.

In writing, there are five aspects that must be ordered by writer. It is needed to give clearly of information that as the writer means. Writing has some component that must attended. Tribble states that there are five scoring criteria of writing, they are follows:

1. Content (The ability to think creatively and develop thoughts)
2. Organization (The ability to write in appropriate manner)
3. Vocabulary (The ability to use word/idiom)
4. Language (The ability to write appropriate structure)

¹⁶ Nickerson, et.al. *The Teaching of Thinking*, (Hillsdale: Lawrence Erlbaum Associates, 1985), p.23

¹⁷ Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2

5. Mechanics (The ability to use punctuation, capitalization, spelling, and layout correctly).¹⁸

From the explanation above the researcher concludes that writing ability is the ability to create words or ideas by expressing ideas, feeling, and thoughts in order to transfer a message from the writer to the readers. And from five components of writing the students can create good writing.

3. Teaching Writing

According to Brown that the most important reason for teaching writing that is a basic language skill. Therefore, teaching writing to student of English is more important than other language skill.¹⁹ It means that teaching writing text is very important, however, learning is not easy because the students should learn some of components, like: structure, spelling punctuation. The teacher can teach writing easily to make student be able to learn. Good performance can help the teacher to send the material perfectly.

Brown said that there are five types of writing class performance.

¹⁸ Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p. 130

¹⁹ H. Douglas Brown, *Teaching by principle: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p. 334

a. Imitative or writing down

At the beginning level of learning to write, student will simply “writing down” English letters, words and possibly sentence in order to learn the convention of the ortographic coode.

b. Intensive or controlled

Writing is sometimes used as production mode for learning, reinforcing and testing grammatical concept, this intnsive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

c. Self writing

A significant propostion of classroom writing may be devoted to self writing or writing with only the self in mind as an audience.

d. Display writing

It was noted earlier that writing whitin the school curricular contextis a way of life. For all language students, short answer exercise is say exainations, and even research reports will involve element of display.

e. Real writing

While virtually every classroom writing task will have an element of display writing in it, the some classroom writing aims at the genuine communication of message to an audience in need of

those message. There are subcategories illustrate how reality can be injected, there are: academis, vocational/technical, and personal.²⁰

From the statement above it can be concluded that the teacher can use the classroom performance to make the student enjoy in the learning process. The types of classroom witing are imitative or writing down, intensive or controlled, self writing, display writing, and real writing. Then the teacher can find the appropriate technique in a teaching writing especially in teaching descriptive text writing ability to the student, in order to develop the student writing ability.

In addition, teaching writing as a thinking process in which learners develop their own ideas freely and openly.²¹ The statement explains that through teaching writing there are some processes to deliver the writing material. The teacher should be able to make the students get their own ideas freely and openly, that is why the teacher should be careful in the teaching learning process especially teaching writing.

4. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A

²⁰ Ibid, p.343

²¹ Ibid. p. 80

written text is any meaningful written text.²² It means that the text is a part of word to give a message to somebody in written or spoken.

In addition, text have a structure, they are orderly grammatical of words, clause and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²³ It means that text is a communication it can be use by the writer with organized the structure of text on grammatical ow words, clauses, and sentences. Morevore, text is an original word of something written, printed, or spoken to give information about something for one people to another people.

5. Kind of Text

According to Gerot and Wignel classify the kinds of text into thirteen types, there are:

1. Narrative: to amuse, entertain and to deal with actual or various experience in different ways.
2. News Story/Item: factual text which inform the reader events of the day which are considered newa worthy or important.
3. Anecdote: to share with others an account of an unusual or amusing incident.
4. Recount: to retell an event for the purpose of informing or entertaining.

²² Mark Andeson, Kathy Anderson, *Text Type in English*, (Shout Yarra: Mackmillan, Education Australia, 1997), p.1

²³ Ken Hyland, *Teaching and Researching Writing* 2th Edition, (Edinburgh Gate : Pearson Education Limited), 2009), p.8

5. Spoof: to retell an event with humorous twist.
6. Procedure: to explain how something is accomplished through a sequence of action or steps.
7. Explanation: to explain the processes involved in the formation or working of natural socio-cultural phenomena.
8. Report: to explain the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
9. Description: to describe a particular person, place or thing. The purpose descriptive text is to describe people, place or something in specific.
10. Analytical Exposition: to persuade the readers or listeners that something is the case.
11. Hortatory Exposition: to persuade the readers or listeners that something should or should not be the case.
12. Discussion: to present (at least) two points of view about an issues.
13. Review: to critique an art work or event for a public audience.²⁴

Based on the explanation above, the researcher concludes that in teaching writing so many genre of text, there are: story genres, and factual genres. Story genres consist of: narrative, news story, anecdote, recount and spoof. Besides factual genre consist

²⁴ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: Gerd Stabler, 1994), p.192

of: procedure, explanation, report, exposition, discussion, description, and review.

C. Concept of Descriptive Text

Descriptive text is one of kinds the text that students learn in the school. The students also should be mastered how to make descriptive text well. Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description a word pictures, the reader can imagine the object, place, or person in his or her mind.²⁵ The other opinion said that descriptive paragraph characterized by sensor details, which appeal to the physical sense and detail that appeal to reader emotional, physical, or intellectual sensibilities.²⁶ It can be concluded that descriptive text provides an illustration of people, place, situation, thoughts and feelings.

Blanchard and Root state that writing is description is like creating a picture using words. The most important in description is to make it in good description though specific detail that create appropriate with the picture.²⁷ It means that in descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly.

²⁵Alice Oshima and Ann Houge, "Introduction to Academic Writing, third Edition", (New York : Longman, 2007), p.61

²⁶Faisal, *The effectiveness of FRESH Technique to teach Descriptive Paragraph*, n.d, p.242

²⁷Karen Blanchard & Chirstine Root , *Ready to Write* ,(Longman : Person to Education, Inc, 2003), p.69

Descriptive is a text which talks about or describe on a particular person, place, or thing.²⁸ Its purpose is to describe and reveal particular person, place, or thing. According journal written by Mardiyah, Saun and Refnaldi share idea about the purpose of descriptive text quoted of this book entitles “English for general purpose”, written by rosa state that English general purpose the object identified is describe in description such as colors, shape, weight, height, size, etc.

Based on explanation above, it can be concluded that descriptive text is a text that describe of people, place, thing, or events using appropriate details. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

1. Generic Structure of Descriptive Text

According to Gerrot and Wignel, state that descriptive text has generic structure as follows:

1. Identification: identifies the phenomenon to be described

In creating Descriptive text, the first thing to do is to make identification. It introduces or identifies the phenomenon to be described. It tells about the name, the address, or location of the object.

²⁸Flora N, “*Modul 14 Pendalaman Materi Bahasa Inggris SMA*”,(Bandar Lampung: Universitas Lampung, 2010), p.24

2. Description of features : describes part, qualities, and characteristics.

Description is the second element of the generic structures of descriptive text. It tells about what the phenomenon, introduced in the identification, look like. It is to say that identification is the opening of the descriptive text, while description is the body of it.²⁹

From explanation that, we know the students make a descriptive text based on rules of generic structure. There are identification and description.

2. Language Features of Descriptive Text

- a. Linking verbs (is, are, was, were)
- b. Some action verbs (climb, sing, kick, etc)
- c. Non-action Verbs (have, has, consist of, etc)
- d. Simple present tense (timeless)
- e. Passive sentence (is made of)
- f. Descriptive language : what they look like, what they have, what they do.³⁰

²⁹Ika Sastrawati, *Improving the Students' Ability To Write Descriptive Paragraph Through DLC Technique*, (Journal of English Education Departement, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar VOL. 4 No. 1 mei 2015)

³⁰Flora N, *Modul 14 Pendalaman Materi Bahasa Inggris SMA*", (Bandar Lampung: Universitas Lampung, 2010), p.24

3. Types of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes place over an extended period of time.
- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.³¹

From the explanation above, the researcher will use types of Descriptive Text people, tourism and the famous building.

The following text bellow are the example of Descriptive Text:

MY UNCLE'S GARDEN

Identification:

My uncles has a garden. It is located at his backyard, there are a lot of biotic and abiotic object, such as grass, ornamental plants, mango tree, soil, stone on the wall and tile.

³¹Joyce Armstrong Carrel , *Writing and Grammar Communication and Action*. America : Prentice Hall 2001, p.101

Description:

There are beautiful ornamental plants. There are used to make the garden beautiful. These plants have oval shape leaves, green and white leaves. We can find ornamental plants at his garden, at my uncle's garden we can find grass too. The grass is green with flat and long leaves. The grass is used to cover the surface of the soil. So that the soil is not too slipper and dirty.

The soil at my uncle's garden is fertile. It's used as a media for living plants. We can find also stone attached on the wall. The stone is from the mountain and the river. There is also cream colored stone from limestone mountains used to beautify the garden wall. For seating area, my uncle uses tile. The tile is made by a manufacture such as gray. The tile is used to coat the surface of the soil.³²

D. Concept of Peer Editing Technique

Peer editing is an interactive process of reading and commenting on a classmate's writing. You will exchange rough drafts with a classmate, read each other's work, and make suggestion for improve.³³ It means peer editing technique one way to know on the part when the writing is wrong, and from there we can figure out a way to fix it.

While Harmer states that peer editing or peer review is a valuable element in the writing process where encourage students to read other students' work through what they have written to see where it

³² Emi Emilia, *Pendekatan Berbasis Teks (Genre-Based Approach)*, Bandung: Rizqi Press, 2011, p. 97

³³ Alice Oshima, Ann Hogue, *Writing Academic English*, p.313

works and where it does not.³⁴ It means that peer editing is an activity of the student in a class, and student make comments about what has been written by a friend.

Moreover, according to Zemach and Rumisek, peer editing is showing your work to another student is a very useful way to improve your writing.³⁵ It means, that the peer editing is one of the techniques that are advantageous for students, because they can see in the writings of his friend they so know which parts of their writings are still wrong, and from the comments of his friend they know which part they should fix.

In addition, peer editing is useful for students who become editor and the writer.³⁶ It means, peer editing very helpful for the author or editor to improve their writing.

Furthermore, Peer editing is one of key komponent in writing process because students are asked to read and gives feed back form other students' writing.³⁷ It means, peer editing is one of the process of writing, where the students are asked to read and give comment of other students.

³⁴ Jeremy Harmer, *How to Teach Writing*, p. 115

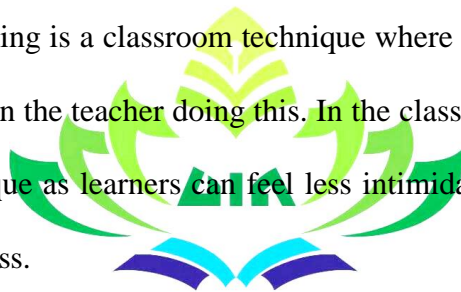
³⁵ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, Oxford: Machmillan Education, 2005, p.21

³⁶ Muthmainnah Nur, Optimizing Critical Thinking Skill Through Peer Editing Technique In Teaching, *ELTIN Journal*, Volume 7/I, April 2019, p. 2

³⁷ Ibid, p.3

In other words, Peer editing is a technique often used in composition and other writing intensive courses.³⁸ It means peer editing is a form of collaborative learning in which students review and comment on each other's work.

From the definition above, the researcher concludes that peer editing technique is an interesting technique to be applied in the classroom. Peer editing is an interesting technique where students correcting and editing other students' writing in order to be a good writing. They also gave correction and comment on the other students' work. Peer editing is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the class.



1. Peer Editing Worksheet

According to Oshima, peer editing is worksheet which contains some question or statements/checklist about format, punctuation and mechanics, contents, organization, grammar and sentence structure of a paragraph and it is an instrument used by every students as a paragraph writer to check his own work.³⁹ It means to help students apply peer editing in writing, the researcher use peer editing worksheets. Peer editing worksheet is worksheet that contains some

³⁸ Amreet Kaur Jageer Singh, Peer Editing Process through Wikispaces in Correcting L2 Students' Writing, *The Asian Journal of English Language & Pedagogy* ISSN 1823 6820 Vol 1, (2013), p. 121

³⁹ Agus Edi Winarto, Peer and Self Editing Strategies To Improve Students' Writing Skill, *Jeels*, Vol 5 No. 1, May 2018. P.57.

questions about content and organization of a paragraph. It is an instrument used by peer or classmate to check his friend's work. After students finish writing a paragraph, they are asked to exchange their rough draft with their classmates. Their classmate read and check the rough draft using peer editing worksheet.

Table 2
Peer Editing Worksheet

No	Questions	Yes	No	Comment
1.	Do you understand everything? If you think there are some difficult words or sentences to understand, write them and your comment.			
2.	Is there a topic sentence? Is the topic sentence consists of a topic and a controlling idea. Write your comment.			
3.	Are there some supporting sentences? Is there enough information or explanation or example for every supporting sentence? Write your comment.			
4.	Do you find some information that is out of the topic or the central idea? Write your comment.			
5.	Is there a concluding sentence? Write your comment.			
6.	Do you think this paragraph has enough transition signals? Write your comment.			
7.	Do you still have any other comments to improve this paragraph? Write your comments.			

2. Procedure of Peer Editing Technique

According to Zemach and Rumisek Procedure of peer editing technique is there:

1. Read your partner's work several times. The first time, just read from beginning to the end.

2. On your second reading, go more slowly and look at specific parts of the writing and make notes.
 - a. Look for topic sentences and concluding sentences.
 - b. Note places where you have trouble understanding something, where there seems to be unnecessary information, or where there is not enough information.
 - c. Let the writer know which parts of the text especially strong or interesting.
 - d. Ask questions. This is a good way to let the writer know where he or she could add more information.
 - e. Circle or underline words, phrases, and sentences that you wish to comment on.
3. Do not look grammar or spelling mistakes. Pay attention just to the content and organization of the work.⁴⁰

From the procedure above, the researcher concludes that the procedure of peer editing technique is the students have to read their partner writing, for the first time, from beginning to the end. The second read, the student have more specific for the mistakes of their partner. Then the students have to give underline or circle and make a note in their partner writing. Finally, after the students finish it, they may give it back to its owner.

⁴⁰ Ibid, p. 22

3. Advantages and Disadvantages of Peer Editing Technique

a. Advantages of Peer Editing Technique

There are two advantages for peer editing according to Zemach and Rumisek:

1. Getting a reader's opinion. Those comments will help to write the next draft.
2. Sharing writing with others to share experience each other that may be useful to get ideas in the future.⁴¹

The researcher concludes that using this technique can help students to write the next draft, and also to share experiences or ideas through writing with other friends

Moreover, according to Starkey, the advantages of peer editing are:

1. Make certain your essay works well on the sentence and word level.
2. By checking and correcting your writing this closely, you will eliminate words and phrases that don't work, as well as unnecessary verb tense shifts, and confusing pronoun usage. Your writing will be fresh, original, and clear, and there will be enough variation to keep your audience interested.⁴²

⁴¹ Ibid , p.22

⁴² Lauren Starkey, *How to Write Great Essays*, New York: Learning Express, 2004, p.59

It can be concluded that by using this technique the writing of students can function properly and students will be more interested in reading the writing after it has been repaired, because by improving the writing of students it will be easier to understand the writing if the writing is shorter and not too long

From the explanations above the researcher concludes, that by using editing techniques the co-authors felt free to change anything about their writing, from comments that they could improve the subsequent writing, share ideas with other friends and the author was more careful to remove the substance or element not working properly. And the last writing will be corrected as desired by the owner.



b. Disadvantages of Peer Editing Technique

Despite the perceived benefits, the value of peer feedback is skeptical to many English teachers and Despite the perceived benefits, the value of peer feedback is skeptical to many English teachers and researchers with various reasons. Researchers with various reasons.

1. Firstly, such activity is so time consuming, especially when the learners are unfamiliar with the process.
2. The students preferred teachers' feed back to their peers with various reasons such as the lack of confidence in their peer reviewers, being aware of their own linguistics limitations.

3. The students may not want to give comments sincerely to their peers for fear that it might cause their friends to lose face.
4. Some teachers may not feel comfortable to hand over their responsibilities to the students and they may find it difficult not to interfere the student- readers during the feedback sessions, which might cause students' less confidence and commitment.⁴³

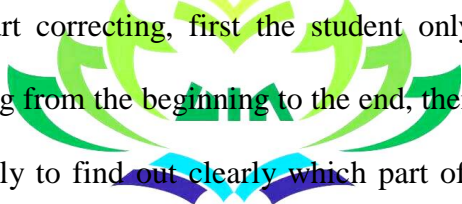
From the explanations above, the researcher concludes that using this technique there are several weaknesses, which will require a lot of time if students are not accustomed to using this technique in learning, students trust the teacher to correct the results of their writing, and there may be some students may not want to comment on his friend's writing, the teacher is not entirely sure to give up his responsibilities to students.

4 Teaching Writing Descriptive Text by Using Peer Editing Technique

Peer editing technique is one of technique in teaching writing, where the student corrects and comments on his friend's writing, so that the writing becomes good writing. There are several step are will use in the process of teaching writing a descriptive text by using peer editing technique for senior high school.

⁴³ Rollinson, P. (2005). *Using Peer Feedback in the ESL Writing Class*. *ELT Jurnal*, 59, Vol 7 No, 4, 2005, 23-30. DOI: 10.1093/elt/cci003, acces on (April, 02, 2019)

For the first step teaching writing descriptive text by using peer editing is the teacher giving explanations to students about descriptive text and how to make descriptive text correctly. After the students understand the teacher explanation, the next step the teacher gives examples of descriptive text and how to use peer editing. After that the teacher directs students to make descriptive texts, after they are finished with their assignments, students begin to correct, with students first having to exchange the results of their tests with other friends. Then after students hold the writing that belongs to a new friend, they will begin to correct by using peer editing techniques.



To start correcting, first the student only needs to read his friend's writing from the beginning to the end, then the students reread but read slowly to find out clearly which part of the writing will be given notes or comments. In the process of reread, students are advised to look for parts of the topic of the sentence and concluding sentence they have to read. After the students find the topic of the sentence and concluding sentence, the student begins to give notes or comments to his friends writing, students must write comments clearly so that the author knows which part they should correct. In the process of giving notes or comments students are directed to circle or underline words or sentences.

Finally, in the process of correcting using this technique students do not need to check for grammar errors or errors in spelling

letters, but students only need to pay attention to the content and organization on the writings they have read, the content and organization previously explained by their teacher.

E. Concept of Free Writing Technique

According to Oshima free writing is a way first to get and then to develop ideas.⁴⁴ It means free writing is the first step to develop an idea.

Elbow say free writing helps you pour more attention, focus, and energy into what you write.⁴⁵ It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

In addition free writing has become a staple in teaching of writing as a heuristic for generating ideas.⁴⁶ It means that free writing is technique to teach writing for getting ideas in writing.

From the definition above, the researcher concludes that free writing is the first step to develop idea and engange themseles more deeply in writing process that can be use by students.

⁴⁴ Alice oshima, Ann hogue, Addison Wesley Longman, *Introduction to Academic Writing*, second edition, (The Longman Academic Series), 2006, p.25

⁴⁵ Peter Elbow, *Writing Without Teacher*, (London: Oxford University Press, 1973), p. 8

⁴⁶ Briggs T.J, *Towards a Pedagogy of Free Writing*, available at: <https://www.hastac.org/Towards-a-Pedagogy-of-Free-writing>. Accessed on (April, 02, 2019)

1. Procedure of Free Writing Technique

There are two experts explained the steps of question usage in teaching writing. Here is the steps: According to Oshima and Hogue steps of freewriting are:

- 1). Write the topic at the top of your paper.
- 2). Write as much as you can about the topic until you run out of ideas.

Include such supporting items as facts, details, and examples that come into your mind about the subject.

- 3). After you have run out of ideas, reread your paper and circle the main ideas that you would like to develop.

- 4). Take each main idea and freewriting again.⁴⁷

The researcher concludes that students must write topics at the top of the paper, and when students write they must write as many sentences as possible, until students run out of ideas. and after students run out of ideas, students are directed to reread and look for key ideas to be redeveloped.

Besides that, Wicaksono and Roza said that there are several steps in using free writing technique. They are:

- 1) Pre- teaching
 - a). Review the previous lesson

⁴⁷ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (England:Addison Wesley Long, 1999), p.268

The activity was conducted check the students' understanding and remind them to the previous lesson in order they are ready to learn the new topic.

- b). The teacher explained the purpose of the learning before the process teaching and learning begin, the teacher will explain purpose and what the students reach after learning the material.

2) Whilst- Teaching

a) Exploration

1. The teacher shows the topic to the students.
2. The teacher guides the students to explore idea if the student does not have any idea of what to write about.
3. The teacher asks the students what they thinking about the topic and write it.
4. The teacher gives a time limit to student and writing about the topic.
5. The teacher leads the student to mention the words that related to the topic that is given.

b). Elaboration

- 1.The teacher explains the generic structure of descriptive text.
2. The teacher explains what is the descriptive text.
3. The teacher gives the example how to make a descriptive text by using free writing technique.

c). Confirmation

In this stage the students revised and edit their writing. The students discuss about their work with another students or teacher.

3) Post-teaching

In this stage the teacher guide the students to make conclusion about material that they have learned.⁴⁸

From the above points, it can be concluded that are all of the steps of freewriting. First, write the topic. Second, write as much as you can from the topic. Third, reread your written form and circle the main idea and the last you do free writing again with your main idea before. Those step can help the basic of writer to know how to write first.

Based on the steps that explained by the experts above, researcher in this research will choose one of the procedures from the two experts, namely the procedure according to Oshima and Hogue.

2. Advantages and Disadvantages of Free Writing Technique

a. Advantages of Free Writing Technique

There are some advantages of using free writing technique

1. Students learn not to edit their word or their thoughts

⁴⁸ Andri Wicaksono, Ahmad Subhan Roza, *Teori Pembelajaran Bahasa*, (Yogyakarta: Garudhawaca, 2015), pp.138-141

2. Sometimes previously repressed thoughts and emotions surface (you may be surprised at what you write), but then again you might write total incoherent no sense for ten minutes. It doesn't matter.
3. Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.⁴⁹

Based on the explanation it can be concluded that freewriting has some advantages by using this technique the students will learn not to edit their words or thoughts, and the students will surprise at their writing.

b. Disadvantages of Free Writing Technique

There are some disadvantages of using free writing. The disadvantages numerous.

1. They can be very time consuming as you often cannot use much of what you free- write in your final essay. In need, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.
2. You need to make sure to create an outline of your freewriting so that you can apply it to your formal draft.⁵⁰

The researcher concludes that disadvantages of this technique are time consuming, still need an outline before applying of

⁴⁹ Ambar Lea Starfire, Guided Writing Tips: the benefits of freewriting, 2011, <http://www.writingthoughlife.com/jurnal-writing-tips-the-benefits-of-freewriting>, Accessed on (April, 02, 2019)

⁵⁰ Ibid

freewriting to formal draft. There are some tips to overcome disadvantages of free writing. The students must be able to write and think quickly what they to write in order to spend a lot of time and they are need to make sure to create an outline of their freewriting. Thus, they can apply it to their formal draft.

3. Teaching Writing Descriptive Text by Using Free Writing Technique

This technique is often used by the teacher when teaching descriptive text. In teaching descriptive text using free writing techniques, the first step is the teacher explains about descriptive text, after students understand the teachers explanation, then the teacher gives examples of text and how to use free writing, after students understand what the teacher explained, students make descriptive text, and after they finish, students are asked to reread the results of their writing, and students to search for and circle the main ideas what they have written. After students find the main idea, students are asked to develop the main idea using free writing, it means students are really given the freedom to write, to develop their ideas.

F. Hypothesis

Based on the theories, the reseacher formulated hypotheses as follows:

H_0 = There is no effectiveness of peer editing technique in students descriptive text writing ability of SMAN 1 Air Naningan, Tanggamus in 2019/2020.

H_a = There is effectiveness of peer editing technique in students descriptive text writing ability of SMAN 1 Air Naningan, Tanggamus in 2019/2020.



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